

E. Anderson.
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History of Education.

Method.

System.

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Episcopal Schools.

Royal Interest in Education

Alain Chartier.

Episcopal Schools

Schools of Early Christian times - Catechetical schools for training of clergy but also included some Greek learning eventually came under control of Bishops and so changed names, sometimes called cathedral schools

Wider learning creeping in. Beginning of 7th.
No general learning. Writing of Cassiodorus & Isidore.
Only those intended for church were taught.
First sign of bishops concerning themselves in Ed of others was about 600 AD at Canterbury.

School founded during Augustine's missionaries.

Bishop Felix was placed in charge.

Also school of song at Canterbury.

631. School founded at East Anglia - King became Christian.
sent for Bishop Felix - founded at Dunwich.
Written evidence - boys taught grammar as well as instruction to enable them to follow church services.

633 Similar school at York.

Beginning of 8th 2 definite church laws (canons)
 oldest statutes of education in existence.

- 1) Any priest allowed to send a kinsman to the cathedral or monastic school.
 - 2) Instruction to priests to keep schools "where any of the faithful may come for instruction"
- Not to charge for such instruction.

797 A.D. Theodulph Bishop of Orleans caused canons to be reaffirmed - said must be kept. Church assumed some responsibility for education.

Church didn't create new schools - slightly reorganised existing ones.

Professional classes mostly were ones who attended schools.

Parish priest sometimes taught poor boys in his parish.
 Magister Scholarius - early schoolmasters of grammar schools not necessarily priests.

Study of sacred writings still formed great part of Education. Question and answer method.

Royal Interest in Education. 8 - 12

800. Charlemagne created Holy Roman Empire. recognised barbaric people must imbibe some of the culture.

by using such of Roman culture as remained

by adopting Latin language.

by making use of great learning within church.
 782 - He had called an Englishman. Alcuin (735-804) was educated at York and eventually became head of school.

Founded with help of Charlemagne a palace school in Rome - responsible for ed. throughout kingdom. Stayed there 782 - 796.

Made Abbot of Tours - made this centre of learning. Created library.

Emphasised monastic side of learning. Rejected study of classical literature on the whole.

wrote several books - one on grammar

~~for~~ Created interest in ed. and made improvements.

Theodulph head of Palace school when Alcuin was made Abbot.

Great influence in English Ed. through Alfred - knew of Palace school. He instituted a palace school - prepared for beginnings of universities in 12. Progress in Ed. begun by Charlemagne preserved continuity through Dark Ages until 12.

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The Impetus of learning

Feebly maintained in parts, but continued until about 11th and 12th when Scholasticism came in

During 10th and 11th education in precarious position but it was slowly broadening and deepening.

Alain did demonstrate that intellectual training was quite as essential to the welfare of society as "efforts to attain a purely religious and moral betterment" - (Mumroe). He wrote on rhetoric and dialectic. Very slowly a change was coming. Christian teaching was being put on an intellectual basis which allowed of argument, which introduced logic to theology. John the Scot - Alain's most noted successor (Jonneso Scot's Erigena c 1810 - 1875). Rabanus Maurus - pupil at the school - became abbot of Fulda in this school he aroused great interest in dialectic - wrote book called 'Education of Clergy' with a treatise on the 7 liberal Arts.

John the Scot - introduced into Palace school study of Greek as a language - he was a deep thinker, bit of a heretic. Largely through John the Scot - great ~~conflict~~ conflict between realism and non-realism.

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Realism - Belief in established order.

Man believes in ~~the~~ order that he may understand. In connection with Christian teaching. Acceptance of supreme Ecclesiastical authority.

Early realist - Anselm - 1034-1109

Nominalism - Philosophy of doubt and criticism.

Ultimate end - Reason before faith. Means even Ecclesiastical authority takes 2nd place to reason.

Rocellianus d. 1106 - Nominalist.

Abelard - took middle course 1079-1142. French

At death of John the Scot the revival of intellectual interest was on way.

Scholasticism - Name given to the type of intellectual life and therefore education, which dominated later middle ages - larger responsible for universities - prevailed there for 3 or 4 centuries. Produced quite a vast literature, argued on paper. Aims narrow but definite.

To bring reason to support of faith.

To strengthen religious life and therefore the church by the development of intellectual power. These aims will ultimately silence doubts and questions through ~~out~~ argument.

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As doctrine of church grew older ^{bound} by thinking men and women to be questioned

Earlier things taken unquestioned

(11th) heretical views had crept in from the East largely
Crusades broke down isolation of west - more
talk between people \therefore more views. Increasing

necessity to state religious beliefs in new forms

All through this period of scholasticism
faith was still considered superior to reason

Peter Abelard could see both sides of question so
came to no great conclusions, but he did shatter
arrogance of ecclesiastical authority. - His work
carried on by schoolmen until end of 14th
and gradually fusing into new spirit of renaissance

Curriculum - educational purposes are threefold

- 1) To develop power of disputation.
- 2) ~~The~~ To systemise knowledge and give it a scientific form
- 3) To give to the individual a mastery of this knowledge now reduced to propositions, (statements) and syllogisms

Religious interests always supreme

Any other knowledge taught in schools must
be sanctioned by Church - had to teach it in

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logical form

Peter Abelard - Most notable of schoolmen

Came from Brittany - always devoted to learning
Paris was quite a centre of learning learnt
there under under William of Champeaux and
Roscellinus - so not surprising he took middle course.

Set up school of own in Paris for older people
who listened to lectures on logic left his school
to qualify as theologian and succeeded William of
Champeaux at the school. He treated theology
as a subject for discussion not blind acceptance.
Pointed out difficulties and contradictory views
of Early Church fathers

Abelard drew up lists of disputed points - set out
both sides of case - first man to do so.

Got authority for what he said from Holy writings,
but he gave no decision just set out both sides
of argument. Stimulated further inquiry and
proved importance of research. He and his
writings later condemned and he was burned as
heretic

William of Ocam 1347 - last of schoolmen.

Fused into Renaissance

The Rise of the Universities

Grew from 2 sources :-

- 1) Scholasticism.
- 2) Changed conditions of the times.

1) Scholasticism

Owed origin to interest in dialectic.

Peter Abelard really began research.

Gradual shedding of complete authority of church - meant more intellectual freedom

2) Changed conditions of times

During 10th & 11th Northmen had accepted settled way of life.

All had virile minds - drawn to argument

Well disposed to dialectic discussion

During middle ages great development of commercial rise. Stimulated secular learning.

Crusade movement stimulated communication of ideas, expanded intellectual horizon - met other nations, exchanged ideas. New attitude of enquiry

Founding of universities

Great intellectual activity.

Said of Paris at this time "The essential elements of the early university (students & teachers) were found in Paris before the middle of the 12th

No compulsion - but crowds flocked to lectures.

Particularly in Italy.

Between 9th & 11th school of law at Ravenna in Italy. by 11th another centre at Pavia.

Bologna in 1158 received a charter which made it the first law university

~~the~~ Irnerius c1067 - 1138 at Bologna.

1180 Paris received recognition from King and Pope.

1200 received its charter.

1224 school of medicine at Salerno - united with school at Naples & received a charter and was known as University of Naples.

Oxford probably recognised about 1200 - slightly earlier than Cambridge.

During 13 th	19	institutions given charters
" 14 th	25	more
" 15 th	30	more

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Structure and Organisation

From ~~very~~ first Democratic and self-governing.

Always in most populated areas

Charters — gave special privileges to universities! —

1. Had privileges of clergy — granted to masters and students — exempt from official service, exempt from military service except in times of great stress. Exempt from taxation.

2. Charter granted right of internal jurisdiction over own members — could try in all civil cases and some criminal cases.

3. Right of conferring a degree — licence to teach

4. Right of 'striking' — moving on. Another privilege not in original charter but developed by usage. Moving university if its privileges were infringed

Many people of many different nations at university. in univ. ~~at~~ divided into Nations.

'universitas magistrorum et scholarium' — gave origin of name. — as univ. grew

necessary to regulate studies — had to have policy. — faculties developed — knowledge of science. Faculties consisted of men who had already taken a degree — eventually each faculty had control of granting degrees in subject

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Each year elected a ~~can~~ consul. (chancellor)

Faculties elected a Dean

2 together elected a rector of university — official head of university — elected each year.

By 16th head officials of universities had largely become political nominees

Degrees — a licence to practice a trade.

Youths went to universities at about 14. — enrolled himself with a master — served an apprenticeship for 3-7 years, studied grammar, rhetoric, art. Afterwards continued studies and gave instruction to younger boys — encouraged to read as widely as possible, and given instruction in the art of disputation. then required to produce a masterpiece, had to defend in public a thesis, opponents were masters, then became master of his subject.

Preliminary degree — (B.A) Baccalaureate — not in itself complete. Formal admission to get licence to teach.

Method — Scholasticism — course of study determined by Papal Bull or Statute of univ.

Early ed. was a study of limited books. many books were not allowed which narrowed ed.

very little search for truth.

Most textbooks concerned with logic up to 15th
Dominant influence was Aristotle.

Influence of Univs. — a) Political — univs
1st example of purely democratic organisation
without interference from church — freedom of
discussion on political and theological matters.
Universities often became mouthpiece of ordinary
people against king or church — eventually
gained right of voice in government — later a
right to seat in Parliament. Often became
authority of settlements in disputed points of
doctrine — held balance of power.

b) Intellectually — Institution brought together
Intellectual teaching.

universities kept alive spark of real intellectual
life before Renaissance. Spirit of enquiry
produced Bacon, Petrarch etc.

Chivalric Education.

Throughout Europe society began to reform itself by
each man attaching himself to a stronger neighbour
and then gave service to the stronger in return for
protection — Feudal system — castles — lords.

Lords sent their boys and sometimes girls after
the age of 7 to a household to be brought up —
Learnt music and gymnastic — learned to be gentle
and chivalrous.

"Chivalric Education was to secular life what
monasticism was to the religious life."

Some barons were still very uncouth.

This was only real education. The education was a
discipline for whole class of people.

Intellectual element almost entirely lacking.

Originated from 3 main elements: —

- 1) Character and customs of the Teutons.
- 2) Some survival of the Roman social structure.
- 3) Christian ideals.

Dignified ideal of service.

Obedience to rule and personal command.

Demanding reverence for superiors.

b) Consideration for inferiors.

c) Gentleness for weak and defenceless.

d) Courtesy to all women.

Educational system

Education of a knight was divided into 2 periods:-

Page 7-14

Squire 14-21 (approx)

Occasionally a small school in a castle but mostly informal teaching.

Page began with simple services about castle.

Later waited at table - continued when he was a squire but waited on his own lord.

Highest office was squire of body, looking after the lord in castle, battle etc.

Page trained to ride, handle a shield, wield a sword, tilt with the lance, throw the javelin, to wear and exercise in armour - trained in rudiments of war, continued in his squire.

Squire played harp and song and hunted and hawked. Sometimes learnt to read if there was someone to teach him. He was expected to entertain court by reading chivalric literature. Always be pleasant and well spoken.

- 1) Training in war
- 2) Training in art of love.
- 3) Training in religion.

Sword was always blessed by priest

Initiation of knight usually took place in chapel, when the oath was said:-

To defend the church.

To attack the wicked.

To respect the priesthood.

To protect women and the poor.

To preserve the country in tranquility (war).

To shed blood if necessary on behalf of brethren.

Roger Bacon . 1214-1294.

Typical product of Universities

Forerunner of modern spirit of renaissance

Born in Somerset - family suffered under reign of Henry III went to Oxford. Interested in Theology.

After 1233 he was at Paris.

Two great monastic orders Franciscans - Alexander Hale.

Dominicans - Thomas Aquinas

Scientist as well as philosopher - helped him to see defects of orders. Show of knowledge which concealed fundamental ignorance.

Studied Aristotle but not in original - very few learnt Greek.

Scriptures ~~precious~~ and potted

University life consisted of in discussions.

Devoted his study to theology in Paris. Interested

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in languages. Attacked teachers in public.
 1250 Returns to Oxford - probably entered
 Franciscan order. Dabbling in experimental
 science - accused of dealing in black arts.
 Sent to Paris again - placed under strict
 supervision not allowed to publish writings 1257
 1266 Clement IV wrote to Bacon asking for
 treatise on Sciences - Bacon set to work.

in 18 months produced:- 'Opus Majus'
 'Opus minus'
 'Opus Tertium'

First was great work - Encyclopaedia of 13.
 First part - necessity of accuracy in all knowledge
 2nd " Deals with relation between philosophy
 & theology
 3rd " Utility of grammar
 4th " Mathematics
 5th Perspective
 6th experimental science.

Thinker well in advance of age - thought
 widely. Great Accuracy and original sources.

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Influences in Education in Middle Ages.

- 1) Friars Franciscans F. 1212. (grey)
 Dominicans F. 1216 (black)

Aims - to save souls, and control people who
 were converted, and so would build up strong
 church. Controlled Education.

By middle of 13th controlled higher education.
 Wanted to get hold of great thinkers
 First established themselves at universities
 Set out to convert masters.

Two orders were preaching orders.
 Gave a fairly wide education, and were in
 touch with people as preachers.

- 2) Influence of eastern learning - spread to Spain
 Ahead of time. Good grasp of all maths.
 and geography, Astronomy, and physiology
 Culture was very far ahead that of Europe
 Through Saracens that we get use of compass
 Influenced western civilization - by 12th learning
 of East, vitality was gone.
- 3) Growing of different types of schools - gradually
 moving away from church.
 Literature began to be written in mother
 tongue.

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fostered by chivalric education,

Crusades widened scope of literature —

beginnings of modern literature

Great intellectual activity in Europe in 13th

Cathedral schools grew — found to be insufficient

so got ~~the~~ Chantry schools — gift of money

or property by people so that priest would pray for souls.

Guild schools — Merchant & Taylor schools.

some were grammar schools. Priests taught fundamentals

Burgher schools — beginning of municipal control.

Sometimes town's people took interest and

contributed money. Supported & controlled by secular people.

Private schools — banded together to get children educated — secular ed. has begun.

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Summary of Middle Ages:-

1) Dominant influence christian religion.

Dominantly moral education

2) Monasticism organised moral education

Cathedral schools grew up side by side with monastic ones.

3) 11th - 12th — great revival of interest in theological questions, logic and philosophy brought to support of religion — Scholasticism,

4) World of knowledge expanded (also systemised)

5) Chivalric education — secular education

After close of 13th individualism crept in commerce, literature in mother tongue, influence of friars. Saracen influence — tended to destroy the unity of life and thought which is characteristic of middle ages and tended to pave way to secular learning.

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The Early Renaissance

The Early Humanists. Vittorino de Feltre 1453-160.
From 1320 - 1453 is the time of Early Renaissance.
Later Renaissance 1453 - 1600

Both a revolt against Medievalism in all forms.

Political, Ecclesiastical, philosophical and literary.

Wider knowledge of Greek literature and learning generally -

Loosening of bonds, in that there was something to begin from, building up of came before.

Church was dominant.

1079-1142 Abelard — People beginning to question and criticism, even as far back as Jerome and Augustine

Scholasticism paved way for discussion.

(11th onwards) struggle between realism and nominalism — lead to research

Trends which led to renaissance — of Crusades disturbed whole mind of Europe, brought nations together, in touch with eastern learning

(b) Beginnings of use of vernacular (mother tongue)
Chaucer — Dante, Petrarch. Writings in Spain —

All these not Ecclesiastical — more personal, about individuals.

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c) Universities — intellectual activity questions raised and settled

d) Chivalric Education — associated with individual (Renaissance — individualism)

Mostly showed itself in classical study — came to be called Study of humanities — study of our forefathers.

Humanistic Education — Humanists those who took part

Study of Greek & Roman life — a means to an end

Battista Guarino 1374 - 1460 —

"Learning & training ^{in virtue peculiar} are a ~~feature~~ to man

∴ our forefathers called them Humanitas, —

The pursuits, activities proper to mankind. No

branch of Knowledge embraces so wide a

range of subjects ~~and~~ as the learning which I describe".

Highest Deals — to train man by means

of as liberal an education as possible

which in itself could only be got from

extensive study of the ancient literatures

Renaissance began in Italy.

(13th) intellectual life centred in Italy.

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Dante 1264 - 1321 - wrote vernacular.

Petrarch 126

Connecting link between old and new
Disciple of Virgil.

Not revolutionary in thought.

Petrarch 1304 - 1374

Went a step further.

Openly declared himself to be in opposition
to accepted way of education.

1st representative of new type of intellectual
life.

Power to stimulate enthusiasm.

Had an effect on people

Talked of sufferance of human beings in his
works - not done before.

Reaction against 'other worldliness' of
medievalism. - would result in

Paganism - no after life - coupled with other
it would be all right

Didn't write on Education

Wrote - Letters. Sonnets. Wrote letters to friends
Boccaccio. Barzizza - Early Humanists
Collected books, beginnings of great
libraries

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Most of their knowledge was Latin not Greek.
Manuel Chrysoloras (1415) lecturer - through
him Greek manuscripts brought to Italy
Grammars compiled.

None of these men wrote on education
Professor at university of Padua - Pietro Viterbio
Professor of logic. Wrote Treatise 'New Education'
(1349 - 1420)

1. An insistence of a liberal all round education
as a training for effective citizenship
2. Attempt to combine Roman and Greek education
with the Christian conception of life
3. There was in it an insistence on
physical education
4. It was the aesthetic element which
was stressed rather than the ascetic.

Vittorino da Feltria (1378 - 1446)

1st modern schoolmaster.

Organised and maintained school based on
new learning. Associated with Dante
Petrarch and Barzizza among others.
Disciple of Cicero.

Taught maths & grammar privately
Lectured at Padua -

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1428 Prince of invited Vittorino to establish school in his court - wanted school to be modern (Charlemagne) children of court went to school first in time took children of friends & neighbouring nobility. Vittorino was a very devout Christian. Never had trend of Paganism like others. Decided he was more use as teacher than monk.

"It was Vittorino's aim to graft ancient learning upon the stock of Christian training" School based on humanism which preserved nice balance between ancient culture and Christianity. Believed in liberal education but must be based on Christian ideals especially love and charity. Opposed to corporal punishment. Aim - Pupils should be happy and active both in mind and body. School called 'The Pleasant House' gave a balanced education in preparation for a useful balanced life, both in state and church. Sport and games alternated with study.

Policy :- "to interest rather than to drive,

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and at all times to respect dignity and freedom of ~~his~~ ^{my} boys. To the end that I might secure a harmonious development of mind, body and character.

At one time had 40 free pupils in school. So he paid for. ∴ died a poor man.

- 1) Tried to create a happy environment, in which interest was an important factor in learning.
- 2) Boys had a measure of self-government. No corporal punishment.
- 3) Used natural activities of child as a basis for much of his work.
- 4) Gave to games and bodily exercises a very important place in curriculum - i.e. aimed at physical & intellectual.
- 5) His own deep religious convictions gave sincerity and importance to religious teaching.
- 6) Laid great stress upon parallel teaching of Latin and Greek - Vernacular never used except in conversation. Devised letter games to help to read and spell (Latin) at age 4.
- 7) Arithmetic, geometry, natural history, philosophy & music all in curriculum.

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but study of literature dominated all
8) Went to great lengths to secure wide
range of good teachers.

The Ciceronians

Narrow Humanists. Started just before
Vittorino's death.

humanists — just came to mean language
and literature rather than life.
change was gradual.

Guarino 1374-1466

Peratti.

Both wrote text books on grammar
and study of ancient prose.

Humanistic ed. — means narrow variety,
went on right until mid 19th.

At best gave very little place to aesthetic
or physical.

Literature always approached through
grammar so love of it killed at beginning.
Narrow ed. was dominant for next 2 centuries.
Formal and systemised — almost back
to scholasticism.

Drill in latin grammar was chief work

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mainly Cicero, Ovid, and Terence.

Some study of scriptures — but in latin.

Later Epistles in Greek studied and a little
maths. (17th)

Older children trained in oratory

Discipline very harsh. Methods formal.

No account taken of child, — must fit
into ed. When this happens education is no
use.

learnt a new language before 3 R's

Relied entirely on memory in this kind of learning.
Had to employ corporal punishment.

Reason, understanding, interest and happiness must
come in.

Band of people worshipped Cicero. — Ciceronians.
Powerful in Europe in middle 16th.

Believed Cicero was a master of a perfect
latin style. Aim of Education was to impart
a perfect latin style. All work in school
until age of 14 should be exclusively Cicero.
Boy should commit to memory whole of
works of Cicero — acquired a ciceronian
vocabulary.

Extremists. But laid foundations of an

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almost exclusive study of classical writings
were important in schools.

most powerful as a group in Italy.

Early Renaissance up to 1453. (Italy)

2nd period 1453-1600

Concerned with North Europe

In some ways a narrower movement than
in Italy. Northern people not ~~so~~ so concerned
with culture

But laid stress on social reform and

Democratic.

All early leaders were religious or
social reformers.

Erasmus 1467-1536

Most brilliant man of 2nd period

wasn't scholar of first rank - but was
great educational leader. Whole life
devoted to furthering of new ^{learning} ~~education~~
because he believed it would better
the condition of man.

Dutch man.

Educated at Deventer, at school of
'The Brethren of the Common Life' - founded
1376 by Gerhard Groote (1340-1384)

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he had studied scholastic philosophy at Paris
grouped a community learned devout men
aim - to devote themselves to charitable
works and betterment of fellow men.
No binding vows.

opened home. Opened hostels for school boys
who came from distances to learn - to
protect them from moral dangers to
which they were exposed.

Became interested in boys and began
to teach them. At one time 1000 in school.

Went on to establish schools in Holland,
Belgium, Germany and France.

Thomas à Kempis - great teacher.

All education had Bible as foundation,
but gave quite liberal education - studied
Virgil, Horace, Ovid and Plutarch in fair
detail, also Plato, Aristotle and Cicero.

made own text books, improved methods of
teaching Latin. Taught History & geography.
Broad in views. Ready to welcome new
ideas - tried out

Studied new learning and took the best
of it

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Great organisers. very businesslike.

Central organisation at first school, but all other schools similar.

Alexander Hegius followed Groote.

Great believer in early Humanistic ed. introduced it into school, 2000 pupils in school.

Arranged school in classes each with a scheme of work. Each class a teacher (8).

Sub-divided classes into groups of 10 each in charge of older pupil.

John Sturm was a pupil at one of these schools.

From their schools all the great educators of this period came.

Education in South & North - That of Humanists, France
Rabelais (1483-1553)

Education restricted to Greek & Latin - narrow & humanistic.

Rebels in North - Erasmus - combatted narrow views of so-called "new learning"

Rabelais felt it a pity that such a noble beginning should become so narrow.

Born in France - Clignon - sent at age of 9 to

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Franciscan monastery, became friar. Deeply & widely interested in education. Appalled by ignorance of monks. But French universities offered him a wider education. Later had permission from Pope to go to Benedictine monastery and allowed to attend university. c 1530 became secular priest & began to study medicine - lectured as well as learnt. Knew Erasmus & Sturm.

Writings had great influence on Montaigne, Rousseau & Locke. Condemned language for its own sake - education of words - not realistic - formal & insincere.

Had great gift of satire. Writings read. wrote Gargantua & Pantagruel. Indirectly gave opinions on Education.

1) Bitterly opposed to grammatical & scholastic studies of his time

2) Accepted fully the early humanistic teaching - believed in pupils going directly to works of great writers.

3) advocated study of ancient languages
"in no other way could the pupil reach the treasures of literature"

4) gave unusual emphasis to study of science.

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- 5) Advocated personal contact with nature & stressed importance of knowledge through the senses
6) First in modern times to stress importance of P.E.

7) All study to be made pleasant rather than compulsory.

Believed learning of Latin and Greek to be means to an end - paved the way to Realism.

Germany

John Sturm (1507 - 1589)

Influence direct (unlike that of Rabelais which was indirect)

"The curriculum bequeathed by the Renaissance and stereotyped in the 'school codes' of Germany and the ratio and in the English Public School System was greatly influenced by the most famous schoolmaster of the 1500's

- John Sturm who was for over 40 years rector of the Strasbourg Gymnasium" (Quick)

Born near Cologne of poor parents - educated at Liège by Brethren of The Common Life - Founded his school on this one - After leaving had struggle to support himself ∴

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wished to study at Paris University

There c1528 - carried away by spirit of Early Renaissance - lectured on classics & literature.

1537 became head of the Gymnasium

9 grades

Children came between 6 & 7 years.

Remained till 16 or 17 when ready to go to university
Language - basis of school work which had one end only :-

The development of the ability to speak and write the Latin of Cicero

Aims of education :-

1) Piety (knowledge of the catechism, the creed, and the ability to take part in church services) - was a Lutheran.

2) Knowledge (the Latin language & Lit.)

3) Eloquence.

Sturm was a Ciceronian

Had over 1000 pupils - known to Queen Elizabeth - methods and text books widely used in Europe and later reached.

American colonies having been taken there from English public schools where they were still used in time of Arnold Rugby

Trained many leaders and teachers.
Founded public school system.

England.

Colet (1456-1519)

Friend of Thomas Moore

Thomas Linacre and Grocyn really brought new learning - Erasmus in 1498 found group of scholars round these two - Colet was in this group (Cambridge man)

c 1510 Colet became Dean of St. Paul's

1512 founded St. Paul's school (1387 Winchester 1440 Eton) only now did public school system grow up. St. Paul's became leader in methods and aims - narrow humanistic ed.

Headmaster = William Lilly

Colet not Ciceronian - stressed religious side of ed. - always opposed ideas of Ciceronians.

Other schools followed St. Paul's - narrow curriculum great stress on classical languages - religious bias, narrow humanistic ed. - continued till Royal Commission (1864)

Roger Ascham (1515-1568)

Yorkshireman - of well to do parents - went

to Cambridge - indirectly influenced by Erasmus - lectured in Greek.

1548 Called to Court to superintend studies of Princess Elizabeth.

Then secretary to Ambassador of Germany, spent 3 years on Continent - friend of J. Sturm. Returned to English Court - made "Latin secretary" Edward VI, Philip & Mary, Elizabeth.

Excellent literary style - one of first English men to write treatise on ed. (Thomas Elyot wrote very first in 1531)

"The Scholemaster" - written as a result of conversations on ed. particularly with Sir Richard Sackville. Object:- to show what a humanistic training was and how it should be set about - was a true humanist.

Method of Double Translation (e.g. Latin-English one day then back again next day)

Followed ideals of Erasmus.

Had ideas of an organisation like those of Sturm. System of discipline different - opposed brutal discipline of the time.

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Erasmus 1466-7 - 1536.

Born at Rotterdam. Illegitimate, which he felt throughout his life especially towards the end of his life.

Began school at a cathedral school at Utrecht at age of 5. When 9 sent to Deventer. Heguis was the head, and he came into contact with Agricola and Sinterlin. Great love for new learning developed from this school. Acquired

1480 Parents died. Sent to monastic school to be prepared for monastic life at Bois-le-Duc

1483. Entered as a novice in Augustinian monastery at Gouda and he took full vows. 1492. Ordained priest - enabled him to get out of monastery. Entered service of Bishop of Cambrai enabled to get dispensation from residence in the monastery. Bishop recognised scholar.

Bishop sent him to University of Paris to become student of Theology. More interested in Classics, language, & literature. All through his life he continued to study.

Taught in Paris to get money, for books

1495 Met Lord Mountjoy who became his patron. 1499 Came to England with Mountjoy. Welcomed in England by a group of scholars who were

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interested in new learning. Went to Oxford where Colet was head of group and also Thomas More. Beginning to write by this time

1499 Published "Adagia" - collection of proverbs and sayings of the ancients. Professing to give a summary of their wisdom. Showed Erasmus to be a scholar of wide reading - beginning of his career as a writer.

From this time he wrote and published a vast amount.

All writings determined by his educational & reform motives. "True child of northern Renaissance". He aimed at reform.

Thought these social & religious reforms could be achieved through new learning.

True Humanist realist because he constantly battled against narrow humanist education.

Believed in study of classics but so that through them man might master his own life.

'The Colloquies' - revealed bitter satire.

Many current abuses in the church, the state, the monastery, the university and the family

Beginning of a good deal of hatred against him - was a reformatory force. Always considering social reform. Trying to give public more accurate & intimate relation of scriptures
1502. moved to Louvain - began to publish satires directed against the clerics.
Became absorbed in Greek. Supports himself by teaching. keeps up correspondence with English friends.

1504 went to England.

Ambition to go to source of renaissance -
1505 Italy. Took two students with him.

Had become quite well known. Just what was needed to complete intellectual development. In writing he doesn't mention scenery; Given degree of doctor of theology at Turin. Sound working knowledge of Greek. Broadened intellectual outlook.

1509 Returned to England. Took an appointment Professor of Divinity at Queen's College, Cambridge. Wrote "In praise of folly"

Interested in what Colet was doing - (founding St Pauls) Interested in education of young. Began to write books on educational

method, and at Colet's request Latin & Greek textbooks.

Always working on edition of letters of St Jerome and his Greek Testament.

1514 left England. Froben lived at Basle and was a publisher and scholar, knew Erasmus was working on these two books & offered to publish them, so Erasmus went to Basle 1514-19. Visited many countries.

1519 Settled at Louvain. Reformation was under way. His work (views) was looked at in wrong perspective, especially views with regard to Luther. Didn't believe a revolution was necessary. Tried to avoid taking part in conflict, but "Lutheran trouble pursued in spite of his flight from it".
Went to Basle where he died in 1536.

Summary of E's Educational influence a)

1) Through teaching - teacher of private pupils, largely at Paris & Cambridge. 1st teacher of new learning at Cambridge.

2) Many years was itinerant scholar & teacher at centres of learning in England, France, Holland, Italy, Switzerland.

- 2) Through correspondence — large personal correspondence. Colet, More, Sturm & others.
May have had more influence than teaching
- 3) Through writing — All his writings were determined and motivated by his ardent desire for enlightenment of public, particularly through scriptures
- 4) Through his editions of Latin and Greek classics and his Latin & Greek grammars and textbooks
- 5) Through direct writings on education
"Colloquies", "Ciceronians", "Method of study",
"The Liberal Education of Children"

Educational beliefs (6)

- 1) Writings of classical authors, the early Church fathers and the scriptures, contain all that is necessary for guidance in this life and for reform of existing abuses, but they must be learned in their original and uncorrupted form
- 2) Mere mastery of form is insufficient
- 3) Grammar does form basis of schoolwork but it must be studied as a means to an intelligent approach to literature.

- 4) Study of nature, history, and contemporary life must be included
- 5) That it is of importance to educate women as well as men, and that education should be open to as many as possible.
- 6) That moral purpose of education should always be emphasised. ∴ a study of religious literature, and participation in religious services should form a part of all training
- 7) That all study should be made as attractive as possible
- 8) Discipline should be quite firm but not harsh
9. Child should be studied & due importance & attention be given to his play & exercise
10. All education should be in touch with the life of the times

The Reformation:- see notes of 1st year.

Martin Luther.

Though the post ^{Reformation} educational period was a period of low educational ~~edu~~. The Reformation had one great educational influence, the establishment of systems of schools controlled and partly supported by the state (universal education)

- 1) Education in family of greater importance than at school
- 2) All education based on study of Bible.
- 3) The home, church & state - held jointly responsible for establishment and maintenance of schools together with training and employment of teachers.
- 4) Insisted on universal education - to include boys & girls
- 5) Urged state should frame laws for compulsory attendance.
- 6) Stress on music, physical culture & nature
- 7) Esteemed office of teaching very highly
- 8) Concerned with happiness of children.
- 9) Sought to adapt instruction to child, not child to instruction.
- 10) Advocated more academic course for brighter pupils.

Philip Melancthon. 1497-1560

Orphan - lived with grandmother who was sister of Reuchlin. Always brilliant.

Graduated from Heidelberg at age of 15, and became tutor. Degree of Master of arts - 2 yrs later. Gave lectures.

in 1514 met Erasmus' edition of Greek testament.

1517 Professor of Greek at Wittenberg & so met Luther, who was also there.

Between them made Wittenberg great centre of new learning

M. was to Germany in educational reform^(Higher ed. mainly) as Luther was in Religious reform.

Preceptor of Germany

1525 Organised for Luther school at Eisleben, for boys & girls. 1528 Electorate of Saxony asked him to organise schools in Saxony. Formulated his Saxony Plan - provided for every town & village to have school - bitter opposition. All instruction must be in Latin, against formalism. Reduced number of studies, organised 3 grades in each school

I Reading, writing and singing - to be taught in connection with singing religion.

II Latin Grammar. Latin authors + grade I

III Latin grammar mastered, further study of literatures
+ grade I in advanced stage. Logic. Rhetoric.

Based on 3 ideals. Humanism fused with reformation

- Desire to know what ancients knew.
- Desire to speak their languages with skill & eloquence.
- Desire to be pious

Widely copied throughout Europe produced
secondary schools, in Germany, France, England
& America. Sturm. Calvia, Jesuits all influenced

Brilliant lecturer. Great personal interest in students
Great stress on quality of teachers. He trained students.
When Prince or any high up person wanted
lecturer one of M.'s pupils would be sent.

Frequently invited to visit schools in Europe.

Massive correspondence.

wrote:- Greek & Latin grammars, text books

on history, physics, rhetoric, dialectic

Chiefly interested in higher education,

Luther " " ed. for masses.

Sometimes called father of modern state system

Ulrich Zwingli 1484-1531.

Contemporary of Luther. Swiss. Wealthy parents.

Came under influence of Erasmus.

Deeply interested in holy scriptures. Came to same
conclusions as German reformers.

1519 Cathedral preacher at Zurich. Introduced reformation
Realises has to be more education.

Introduces schools akin to our elementary schools.

1523 Wrote treatise on Christian ed. of youth

Gave singing in particular and music an important
place also nature. Include maths and surveying

Had idea for trade ~~ed~~ for those who weren't
going on to academic course.

Doctrines incorporated with Calvin's.

Calvin 1509-1564

Frenchman. Came of humble parents. Father ambitious
wanted son to be priest. Sent to Corderius -

prepared him for university of Paris. Had legal
mind so he was sent to study law at Orleans.
met Wolmar - ~~int~~ influenced him in direction
of new faith - protest^{ant}ism.

Returned to Paris to study theology

1533 - Nicholas Cop - elected to rectorship of U. of Paris.

~~Prepared~~ Calvin - Inaugural address, made up - Defence
of reformation - nearly cost Calvin his life.

Went to Basle.

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Began to write again. Published "~~the~~ Institutes of Christian Religion". Put him in front rank of protestant writers.

1536 Stayed a night in Geneva - where Revolution was going on - protestanism was in ascendancy. Confusion between State & church. Farel - protestant leader. Asked Calvin to take charge of situation - showed organising ability. Reduced people to surface order. Conceived great plan by which state governed by strict Christian principles. Church would be a self-governing body having control of all connected with religion and morals. Offended people by idea. Libertines objected to regulations put on private lives. He had to flee from Geneva.

Went back to his writings. Worked in Strasbourg where Sturm was; here he got general idea of school organisation.

1541 Recalled to Geneva. "Given control of religious moral, and civil administration of city". Began to organise schools. Planned secondary schools relying on what he had learnt from Sturm. He called them colleges - usual subjects taught.

At head of school man of great learning, but he

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was to be ranked as officer of church - to be completely responsible to church, same as ministers. Great stress on religion. Revised catechism.

Went to visit Sturm's school, then completely reorganised school in Geneva - Academie layed down in writing rules & regulations. Divided in 2 main sections:-

- a) Schola Privata - Grammar or gymnasium.
- b) Schola Publica - university.

a) had 7 classes. French taught as well as latin, very like school at Strasbourg.

b) Many refugees came to hear him lecture. 1000 students. Great influence.

John Knox. 1505 - 1572

Scotch interpreter of Calvinism. Leader of Scotch reformation.

In Geneva for about 2 years. Became ardent Calvinist.

1560 after severance of church (Scotch) from Rome, wrote "1st Book of Discipline" - a plan for national church. Arrested power from any but Protestant church. Provided free elementary schools (in plan) in parishes throughout Scotland and all these schools to be under church control. Also provided for higher education. Differed from Luther's conception - Church and not the

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State responsible. Plan not fully accepted by church or parliament, but some recommendations followed.

Ed. always been great importance to people of Scotland because of Knox. Accounts for fact — very few private schools in Scotland.

Jesuits

Believed reform was necessary (Ed.).

Counter reformation came from Jesuits.

Fanatically opposed Protestants, so mainly came from church of Rome.

1540- Society of Jesus formed — "Chief instrument of counter reformation" — Many members religious fanatics, with result ed. value and influence have been obscured by welter of historical evidence which supports its doubtful political activities.

Order founded by Ignatius Loyala. 1491-1556.

Professional soldier from Navarre. 1521 wounded & taken prisoner. Released in weak state. Read during convalescence, read "Lives of the ^{Saints} ~~States~~" and religious books. Desire to serve God, but was ill-educated so found it difficult. Went to Barcelona grammar school & university. Desire for ed. in order to serve God. Studied Theology at Paris 1528.

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Met Frances Xavier. With him & six others Banded together & took vows of chastity, poverty & obedience. Pledged to convert the infidel. Founded new order because felt could not join any others. Society of Jesus 1543. Loyala first general. Aim: — 1) To restore the supremacy of Mother church over individual.

2) To establish world Dominion for Mother church.

3) To combat Protestantism, because it threatened aims 1 & 2.

Education to be chief means by which they hoped to achieve 3 fold aim.

Partly because Loyala was soldier & partly because obedience must be important, he based all ed. on military lines.

Organisation of Order: —

1) Head - general, elected for life by other members. (1st Loyala) Vicar of God. To carry out any instructions from Rome. His word final, no appeal.

2) Provincials. — appointed by General for 3 years. to have control of "districts". Beginning of Centralised Power. In each district there were to be colleges (groups) ruled over by rectors.

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3 Rectors appointed by General. Dealt through Provincials. Rectors to choose Professors

4 Professors. — teachers

5 Monitors — assistants (chosen from students)

Professors were directly supervised by Rectors

Prefects were over simple Professor. Prefects had to visit classes in their section and report on them.

Rectors — similar to H.M.I.'s

Nothing left to chance, allowed no individuality, made for efficiency. B.

Constitution of Order not really completed until 1599.

Part 4 Dealt with Education.

Ratio Studiorum — System of Studies

Remained in operation without alteration until 1830.

Built up ed. on experience of more than 50 years of teaching, experience of others as well as own.

Function of order — to train leaders of the church.

Gave whole attention to this. Everything planned, didn't have to think for themselves. Studied

current education, and tried things out as long as they didn't hinder 3 fold aim.

In beginning didn't concern themselves with elementary education, or ed. of masses. Only concerned with boys likely to be suitable leaders

in church — from upper classes.

"Whose superior lead the masses were to accept by faith".

2 grades of schools:— a) Colleges Inferior (lower, younger 10-16)
b) Colleges superior (16—)

Oct 31st

The colleges superior learnt Philosophy which lead to the M.A., and theology which lead to the B.D and D.D.

The colleges inferior had five classes (later 8).

The curriculum was a narrow humanistic one, and religion was still the dominant factor.

The lowest class was divided into two — beginning of "streams".

The daily work began with a review of the day before to work. There were also weekly and yearly reviews. — this lead to repetition and memory work.

Work was carried out by emulation — there was rivalry and competition. The lower school worked in pairs and competed against each other. Camps (Carthage and Rome) Academies, and disputations all to encourage learning.

There were short hours, usually a 5 hour day.

P.T. was part of the curriculum.

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very little corporal punishment, usually done by an outsider.

Reasonable holidays, - 1 day a week free in summer

$\frac{1}{2}$ day a week free in winter

Good points of Jesuit ed. :-

- 1) The teaching was thorough.
- 2) The teachers were well trained.

Bad points of Jesuit ed. :-

- 1) No deviation from the programme.
- 2) couldn't follow the needs of the individual or of the time
- 3) No room for individuality or initiative
- 4) The children had no opportunities to form their own judgements.

Political activities affected the Jesuits

Jesuits were intolerant of anyone else

Endeavouring to educate the upper classes only

Had no time for the education of women.

Jesuit education made no progress because they had to stick rigidly to what had been thought was right when the Jesuits first started to teach.

The Port Royalists (1637 - 1661)

Lived near Versailles. Persecuted by Jesuits so had to flee to country.

Had great influence. Originator was an Abbot of Monastery of St. Cyran. Incurred displeasure of Cardinal Richelieu so went to this place near Versailles. Had broad views, had friendship with Arnauld family who owned house where Port Royalists went.

Place of refuge for men who were chaffing against narrow ed. and wanted solitary life. Spent time in prayer and study (theology and ed.).

The Abbot believed most people had no hope of a future world, a few had hope so this is why all Port Royal schools were small. If can't save 1st might as well save few. Began with 6 children from Paris, had a tutor who taught Latin, and an abbot to direct consciences.

La Fontaine was an early pupil at one of these schools. Pascal and Nicole were also pupils. Were in constant danger of persecution by Jesuits.

Characteristics of schools:-) was individual attention. Child never free, always under supervision

never more than 6 in class.

Teachers encouraged to study individuals.

Great stress on quality of teachers.

2) Love of child (1st time it is a reason for ed.)

Children should only study that which they could understand. Instruction in vernacular not Latin. Phonic reading instead of alphabet. Child must 1st be able to read in mother tongue.

must read good literature, so set to work to translate classics into French - very well done.

Only read books within ken of child, not forcing books on child.

When children were able to read and had been introduced to literature, they then learnt Latin & read books which they had already read in French. Grammar acquired not special teaching of Grammar, dealt with as need arose - meant careful scheme of work.

Gave important place to modern languages.

Lancelot (scholar of schools) wrote treatises on teaching modern languages.

Very thorough teaching, but they wanted work to be understandable and attractive

Not necessarily memory work.

Told before 1st lesson. "Speak little, hear much, pray more". Work in open air as far as possible.

Books dispensed with as far as possible during lessons. Read round subject and then discussion. Co-operation between teacher and child.

Extended influence to girls through Mère Angélique

Took a middle course. Children allowed to reason. In an educational treatise the mind is mentioned - considered child had a mind.

Some Port. Royalists concentrated on educational research at the centre. Divided operation of mind in 4.

1) Conception - ideas.

2) judgement

3) reasoning

4) Arrangement

Tried to teach like this. Took examples for teaching from everyday life. Continued to write and did a little teaching after 1661. Although suppressed by law.

Pascal & Rollin wrote.

Arnauld actually wrote a treatise speaking of narration. Boys should read, some days

question each other & other days boy chosen to narrate could choose any story from lit.

Jan senius friend of St. Cyran.

Salvation not necessarily an outcome of Christianity.

"~~They it was~~ Jesuits and Port Royalists :-

Similarities :- No punishment.

Short hours.

Thoroughness.

Differences :- Child individual - child could reason.

Education of girls.

Against formal teaching.

Study in mother tongue.

Realism.

Further development of Renaissance.

(15) - Beauty - dominant idea.

(16th) - Religion - interest reformatory :- begin to get great connection with education.

Produced religious and educational wars.

Some ideals lost in the bitter struggle - got back to formalism in school.

(17th) - Realism - search for truth. Demand for education which deals with realities of present life. Prepares for task of life.

Development of interest in nature.

Beginning of modern science, modern philosophy, thought. Interest in things around became more intense.

1) Humanistic realism - something of old - something of new.

2) Social realism.

3) Sense realism. - ~~Erasmus~~ 1

Ranges from Erasmus through Comenius, Rousseau to Pestalozzi.

1) Protest against narrow humanistic type.

Agreed that classical languages and literature were to be sole ^{means} ~~need~~ of education.

Means to end - end mastery of man's life.

Knowledge of life - Realities - through literature.

Erasmus - earliest representative.

Rabelais - was more typical. - Noted for influence ~~not~~ ~~on~~ those who came after.

John Milton 1608 - 1674 - wrote 'Paradise Lost' etc.

Also on education - Tractate on Education 1644.

3 fold protest against ed. of time.

a) Formal grammar & composition as an approach to learning.

b) Narrow linguistic education.

c) Against assumption that all ed. was contained in

languages and literature of greeks.
Tractate contains plan to provide for boys ed.
between years 12-21. Put forward idea of
an academy which would cater for this age range.
This has been adopted in America.

Definition of ed. "I call therefore a complete and
generous education that which fits a man to perform
justly, skillfully and magnanimously all the offices
both private and public of peace and war"

ed. was selective, not universal

Had reverence for past, but it was quite liberal ed.

2) Social realism.

Protest of narrow humanism, lack of contact with
real life. - Mostly men of affairs rather than religion.
believed ed. should fit young man for public life.
For life of man of the world. Private tutors and
foreign travel. Value on history and politics rather
than grammar and rhetoric.

Best representative. Montaigne 1533 - 1592
influenced Rousseau and Locke

Brilliant thinker and writer - languages learnt
by speaking them. Had political career. took part
in French court life

Wrote essays - Pedantary and one on

Education of children - The art of living well
was his education.

General views - deplored stress laid on memory.

Advocated learning by understanding and doing

Believed a sound body is basis of sound mind

Advocate of P.E. Training of senses in understanding

Believed in use of vernacular

Didn't lay any emphasis on study of natural
sciences.

3) Sense Realism

Turn from past to present - Nature and human
nature studied.

Investigation

Reason only applied to religion, not taken to
all realms. Mysteries of nature not cleared
up. Copernicus - investigated in nature.

Galileo - Telescope. 1609

Kepler - motion of planets.

Napier - logarithm 1614

Newton - law of gravity

Pascal - Air has weight

Golden age of lit. men thinking for themselves.

Bacon, Milton, Shakespeare.

Racine Moliere

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search after reason from known truths.

Mulcaster. Bacon - Commerius - 3 great men in sense realism applied to ed. Beginning of modern conception of ed. Natural not artificial process. Importance of learner rather than what is to be learned. Beginnings of psychology

Sense perception rather than memory

From known to unknown, familiar to unfamiliar.

Must learn in mother tongue.

Method - ~~was~~ inductive - paving way to universal education (pansophic) - social reform and progress was to follow.

Mulcaster 1530-1611 English.

Paved way to sense realism in England.

Great practical experience of teaching.

Educated at Eton and Cambridge.

Headmaster of Merchant Taylor school 1561-1586.

Interested in drama.

1596. Headmaster of St. Pauls school.

1581. Published "Positions" and "Elementarie"

Pioneer of sense realism - Both directed against formal, repressive education of time. Nature rather than tradition.

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Emphasised living present - nature rather than tradition
1) He believed aim of ed. should be to help nature to perfection (develop faculties of mind and body)

2) Emphasised importance of religion. - practical side

3) One of first in England to advocate use of vernacular.

All children could profit by elementary training - reading & writing, English, music drawing & P.E. Selected pupils could go forward to further ed.

Believed early stages of learning were of greatest importance & demanded great skill from teachers.

Improvement of Ed. lay in training of teachers.

Had idea of Department of ed. attached to university.

Clever child should not be subjected to nature

Interested in ed. of girls, equally important to that of boys.

All teaching processes should be adapted to mentality of learner.

Frances Bacon - Lord Verulam. (1561-1626)

1st became dissatisfied with teaching at Cambridge.

Sense realist. No direct contact with ed.

1605 "Advancement of Learning"

1620 "Novum Organum"

Realised intellectual world hadn't kept pace with

material world - age of discovery.

Ed must concern itself with man & environment.
Set out to find method which would enable such
knowledge "to lie within branch of every child"
called method - Inductive method.

(Deduction - proceeding from general to particular.

To draw conclusion from given facts

Induction - to produce facts to prove a law)

This method always ~~pres~~ pre-supposes a goal.

Knowledge gained would be applied to human
welfare.

Power over nature (goal) that it may better man's
conditions

Felt he had achieved aim in deduction

"New Atlantis" - description of mythical island,
inhabitants have all followed "Novum Organum."

These two books had great effect on Rattich

Tried to find out how we know

"father of modern method"

Rattich (Wolfgang Ratke) 1571 - 1635.

Forerunner of Comenius. German.

Studied for ministry. Had defect of speech. Decided
to give himself to educational reform.

went to England. Became acquainted in Bacon's work.
Had many ideas in common.

1603 - 1611 teaching in Amsterdam. - languages,
forming a quick method of teaching languages.

Went to Prince of Orange - got his interest, but
lost his opportunity

1612 Put ~~his~~ scheme before Diet at Frankfurt

1) Young learn to read & write first.

2) Claimed he could teach latin & greek in
shorter time - didn't explain how.

3) Advocated establishment of schools where arts &
sciences taught.

4) By having uniform language - uniformity in politics
& religion would also be established.

Allowed to try these experiments - but
it had to be abandoned.

1615 - The Kötten experiment - really began
to work methods. Prince interested. Money
spent. Teachers instructed by Rattich.

Schools provided.

6 grades in schools - 1-3 only mother
tongue used. 4 & 5 latin added

6 greek added. No grammar taught until
child could read. Inductive method used as

far as possible.

Ratich was impracticable so his experiments don't amount to much. Had high ideals.

Principals —

- 1) Everything must be done in natural order.
- 2) All subjects must be taught first in mother tongue
- 3) In teaching, teacher must keep at it until subject is mastered.

Nothing to be learnt by heart.

No pressure or compulsion.

4) Relation of one subject with another.

- 5) Protested against teaching the names of the letters of the alphabet, before child learnt sound
- 6) All knowledge through experience, investigation & experiment

Comenius — Every human creature should be trained up to become a reasonable human being and the training should be such as to draw out God given faculties

Locke — John 1632 — 1704.

Sense realist.

Lecturer at Oxford — greek, philosophy

Studied medicine — experimented

Tutor to Earl of Shaftsbury.

Pub. 1690 Human understanding

1693 Some thoughts concerning ed.

1703. Conduct of understanding

Favoured private tutorship.

Schools of days sacrificed good-breeding for learning.

Appealed to reason.

Characteristics: — 1) Craving to know & speak whole truth.
2) Great ^{trust} ~~truth~~ in reason being guide to truth.

Stress on child rather than knowledge.

Knowledge could only certainly be obtained through seeing and proving for ourselves.

Didn't believe in intellectual ed. before 12.

Advocate of P.E.

Advanced ideas of health.

Read as early as possible by play — reading only come through interest.

Memory comes from interest

A book with pictures as soon as possible — animals

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printed name under picture.

After 12 learn languages etc - by travel.

Latin when French is well spoken.

Encouraged pupils to think for themselves.

Crafts, gardening, dancing, fencing included.

Against cruelty and compulsion.

Always stress on individual.

Regarded child's mind as piece of white paper or wax, to be moulded & fashioned as educator pleased.

goes against individuality - contradicted himself.

Intended to ignore science, no great stress on lit.

Rousseau. 1712-1776

Opening of 18th - great activity of thought.

Thought directed to work of destruction.

Precarious state of affairs.

Many acknowledged abuses.

Much literature - esp. in France.

Rousseau wrote - breaking down of tradition - last impression.

"Julie" - How she proposed to bring up sons.

Rousseau - naturalist.

Unhappy state of civilization due to getting away from nature.

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Applied getting back to nature to ed.

Wanted undo everything in Ed.

1762 - "Emile" - Theories.

Child get back to natural state.

Ed. divided in 4. 1) Earliest childhood. 2) Early childhood to 12, 3) 12-15, 4) Manhood 15-20.

Man is by nature good.

Take child to nature, then they would come to what nature meant him to be. Physical wants satisfied. All knowledge will be forgotten and start from beginning. Careful observation of child. Must distinguish between natural wants and imaginary wants.

period 2) starts when child can speak - no direct instruction of any kind.

Child would still be studied, and observed.

3) Instruction - must be able to reason and think for self. Will know about astronomy, botany, geography etc from earlier life.

Learn through experience.

As much practical learning as poss. - books not so good.

4) Aim - marriage. - so girls needed ed. to be fit for perfect boys.

Pestalozzi 1746 - 1827

Boyd

Father died when 5. — "Mother's boy" ∴ suffered at school.

Born at Zurich.

Spent holidays with grandfather (pastor) learnt about rural life, the conditions. ^{Pestalozzi} Grandfather — reader, influenced by Rousseau.

At first wanted to be clergy, later decided on law — could serve country better in this sphere.

Went to Univ — Zurich.

Group of friends interested in social reform — decided to publish magazine. Attacked privileged classes because upper classes had recently condemned Rousseau's writings — Magazine suppressed and they were put in prison.

Went on studying law but never qualified. Wrote about children, expressed theory all children brought up in rational and Christian way.

Decided to devote himself to agriculture to help the people. — Better to be married so married, she fortunately had money. Bankers (relations) interested in scheme, he bought some land

venture failed, appreciated utterly degraded state of peasants so came to conclusion must achieve ends by education.

1724 Had house at Neuhoß — took in 20 of poorest children he could find — tried to weld them ~~to~~ into family. Do spinning & handicrafts in winter. In summer would work in garden and fields, any learning of 3 R's etc would be incidental. Great stress on speech and conversation. During day learnt passages of bible by repeating constantly with him.

Some children ran away when clothed, others exploited him, some parents took them away, so scheme had to be abandoned. Some good had been done to children, a few stayed longer and really improved.

Issued appeal for funds, so had to set down policy. Principles of ed: — 1) Ed within family.

2) Love as basis

3) Knowledge things rather than books.

4) Importance of manual work.

Wrote a book "Leonard and Gertrude" — Gertrude bases on illiterate maid at Neuhoß account of how she brought up children.

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c 1780-92. Pestalozzi lived Neuhoff writing
Founded weekly paper. Expressing & clarifying
ideas.

1798. ^{Swiss} ~~French~~ Republic formed — Pest in sympathy
Pestalozzi sent to Stanz in charge of 80
destitute orphans. 1st had to teach them how to
live civilised life, did it by handicrafts.
Used older children to help others.
'Best thing for child' was always his thought.
children ranged from 4-10, had very hard
time with little help — got intimate knowledge
of child life.

1799 School abandoned. Children were found houses.
He had established reputation.

Decided to take post as teacher, to learn about
teaching and apply some of his ideas.

Went to Burgdorf near Berne — taught poor boys
later took a castle and set up establishment
himself at Burgdorf — took in poor boys

Egger was one of his pupils and also Ramsauer
~~later~~ 1800. Master of 2nd school at Burgdorf,
Boys and girls of 10-16. He had staff
Wanting to spread theories over Europe.

1802 Chosen to go to Paris to meet Napoleon.

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Didn't get much help from Paris.

1809 Yverdon established — had over 100 pupils
15 teachers. 35 student teachers.

School went on till 1825 (Revived later)
because of strife among teachers.

Went back to Neuhoff and wrote 'Schwabenhaus'
his theories, great effect on Froebel.

Principles founded on following of nature.

- 1) Ed harmonious development of all natural powers
- 2) Elementary means of instruction is 3 fold: —
speech, form, number.

Speech by pictures and conversation.

Writing — observation & manipulation.

Number — taught as far as possible by use of
natural objects (stones for counting)

- 3) Began by educating through senses, then
to work on intellect.

- 4) Believed foundation of true ed lies in
development of each individual.

Largely through example that he gave
impulse to teaching poor and destitute.
Nobody uneducatable.

Spartan.
 Athenians.
 Jesuits.
 Port Royalists
 Vittorina Da Feltre
 Jewish.
 Roman?
 Rise of Universities
 Chivalric.
 Early Christians?
 Realists?
 Pestalozzi.
 Peter Abbelard?
 Erasmus?

9

5

Realism — Search for truth

Humanistic

Social

Serene

Erasmus

Montaigne

Comenius

Milton

Rousseau

Rabelais

Pestalozzi

Locke

Mulcaster

Rattiche

Bacon

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Froebel. 1783 - 1852.

Born at Oberweissbach

Father a pastor

went to live with uncle at Stadt-Ilm - village pastor

Apprenticed to forester. - became intimate with nature

Sent to study farming

1802 father died

Tried many jobs, always felt there was a task before him, anxious to serve humanity.

Studied architecture, became friendly to director

of a model school, became acquainted with

Pestalozzi's theory. Decided education was vocation, he took post in school, worked there for about 2 years

went to Yverdon to study under Pestalozzi

1811 went to universities of Göttingen & Berlin

1813 called up 1814 returned to Berlin, and

became curator of Natural History museum,

unity of man with nature

1816 opened small school at Greisheim

Joined by Mündendorff and Langethal. Moved his school to Keilhau. Barop joined him as well.

formed an educational community. All got married - wives useful!

School attracted notice. 1826 published 'Education

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of man".

1830 Swiss gov. invited Froebel to establish another institution, but it failed, so he was invited to establish an orphanage at Burgdorf and to superintend a course for schoolmasters. From this time paid special attention to very young children, he observed them for hours.

Then having watched based his graduated course on the games which he had observed. Officials wouldn't grant all he wanted so he left Burgdorf.

Infant schools were being established in Berlin, so he studied them.

Opened first kindergarten in nearby village.

Course for instruction to teachers of young.

1849 aroused interest of Baroness of van Marenholtz-Bulow. - she wrote recollections of Froebel, she was great help to him.

Devoted himself to training of women teachers. Teaching of young women teachers should work side by side with mother.

1851 Confused ~~by~~ with nephew Karl Froebel and Karl's books were suppressed because of advocating socialism. Frederick and Karl

were connected but actually they weren't on speaking terms.

Edict said neither were to teach, and stayed in force for 10 years.

1852 Froebel died.

1. Each study must be valued in proportion as it develops power and power is developed by self activity.
2. Memory must be employed in strict subservience to the other faculties of the mind (higher)
- 3) Whatever instruction is given must be adapted to the actual state of the pupil and not ruled by the wants of the future boy or man.
4. More time must be given to study of modern languages and literature and less to ancient languages.
5. ~~The~~ Body must be educated as well as mind.
6. Rich and poor alike must be taught to use hands and eyes.
7. Higher education of women must be cared for no less than that of men.
8. Teachers just like doctors must go

through a course of professional training

a. All methods must have a scientific foundation must be based on laws of mind and tested by the laws.

Froebelianism (principles)

Devotee of science.

Traced everything back to God. Real belief in religion

Insisted on necessity of development of whole human being.

Growth comes from within, so he believed with self-activity, stimulated and in accordance with eternal laws.

"Purpose of teaching is to bring ever more and more out of man rather than to put more and more into him".

Educator must be passive Educated active
Based all theories after religion ~~on~~ action.
(mental & physical)

Restlessness of body & mind - activity required.

Touching, feeling things, making things

Interest in other people and children.

Social training

Desires and affections needed to be cultivated.
Firmly ~~believed~~ believed natural employment was play
Play is sacred

All education sought in rightly directed but spontaneous action.

Froebel never wrote a book on ~~ed.~~ Kindergarten.

wanted to prepare children for society.

Kindergarten for children 3-6.

Foundation on which built kindergarten was Play
Environment, surroundings, fresh air, exercise

Influence on education

1875 Froebel society formed

1874 Froebel's ideas were permitted to enter.

Method rather than spirit and true principles
which appeared

Nursery school where Froebel's principles were
put mainly into force.

1888. Froebel society in London asked to appoint
an examiner from their ranks to go into the
infant schools.

All teachers in infant schools had to go
to a course of lectures conducted by Froebel
society.

All modern trends started with infant schools.

Nature study - waste influence.

Story-telling, and speech training

Social training

Influence on junior school

Importance of play activities arising from
children's own interest

Children satisfy creative instinct through
constructive work

Junior stage was period of instruction.

Influence on senior school

Teaching through interest.

Influence on training colleges

Teachers need to be trained. Included child
study, theory of education. Singing, be able
to play musical instrument. Choice of story
material. ~~at~~ close study of nature
visited schools

MethodPhysical Education.

3 points of importance to remember.

1) Tremendous importance because mental and physical value.

2) Youth as a set subject in our schools.

Publications: - 1904, 1909, 1919, 1933.

3) Recreative element has always been present.

Value of 1933 Syllabus:-

1 Compiled by experts (medical, psychologists, gymnasts etc.) and the experience gained from previous publications was used.

2 Gives technical terms.

3 Aims of Physical Education.

4 Gives sketches and photographs.

Still background of physical work in schools.

Skeleton round which can plan work.

Chapters on athletics are excellent especially for teachers of juniors and seniors.

Should be used in conjunction with "Recreation and Physical fitness for a) Girls and women b) Boys and men.